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Nebraska School Activities Association  
https://www.nsaahome.org

This Speech Manual has been prepared and designed to provide general information in the administration of this activity. The sections of the Nebraska School Activities Association bylaws and approved rulings related to this activity are included in this manual.

All speech coaches are urged to read this manual carefully and to save it for future reference.

Jeff Stauss, Assistant Director, is the NSAA staff member assigned to this activity. If member schools have questions, he can be reached by email - jstauss@nsaahome.org.

**Key Dates**
- Date of First Contest: Friday, November 1
- District Entries Due – Monday, March 2
- District Contests – March 14, 16-18
- State Speech Championships:
  - Classes A, B, C1 – Thursday, March 26
  - Classes C2, D1, D2 – Friday, March 27

**Speech Online Rules Meeting**
- October 1 to January 15 No Charge to Head Coaches & Judges
- January 16 to January 22 Basic $25 Fee – Judges & Head Coaches
- January 23 to January 24 Late/Penalty $50 Fee – Judges & Head Coaches

**2019-20 Season Reminders:**

--District entries will be completed via SpeechWire

--Team placement at districts will be based on final round scoring only

--In classes D1 & D2 a student may enter and participate in 3 events.

--FREE NFHS Online Course – Adjudicating Speech and Debate – [www.nfhslearn.com](http://www.nfhslearn.com)

--Registered schools can opt-up one classification. The deadline to request to opt-up is one week after classifications are posted on the NSAA website.

**COACHES – PLEASE CONSIDER REGISTERING TO BE AN NSAA JUDGE. YOU ARE NEEDED!!!**
NSAA Bylaws & Approved Rulings Governing Speech

2.1.4 - Certificate of Eligibility
Prior to the first date permitted for interschool competition in each activity, each member school shall submit an online list of all students participating and eligible to participate in each activity.

2.12.2.2 (AR) - Rules Meetings
The NSAA presents rules meetings in order to inform and educate coaches and judges about rules and changes, NSAA guidelines and approved rulings. All head coaches are required to view the NSAA Rules Meeting annually before the season begins. Failure to do so will result in possible suspension penalties. Absence from the required rules meeting will result in the following sanctions:

First Offense in Three-Year Period:
The head coach will be suspended from coaching in any competition in that activity until
(1) the head coach attends a make-up rules meeting, if available; or
(2) the head coach successfully completes the open book test for officials of that activity (70% or higher); and the school’s administration verifies that the coach has read all the supporting NSAA, National Federation, and safety information.

During this regular season suspension period, the head coach may continue to coach the team at practices.

Second and Subsequent Offenses in Three-Year Period:
The head coach will be suspended from coaching in all NSAA end-of-season play (subdistricts, districts, playoffs, and state competition).
The head coach will be suspended from coaching in regular season competition in that activity until
(1) the head coach attends a make-up rules meeting, if available; or
(2) the head coach successfully completes the open book test for officials of that activity (70% or higher); and the school’s administration verifies that the coach has read all the supporting NSAA, National Federation, and safety information.

During this regular season suspension period, the head coach may continue to coach the team at practices.

2.13.2.4
Unisex schools’ enrollments will not be doubled to determine official NSAA enrollment figures for classification purposes in speech.

6.1.1 - Eligibility of Students
Participation by students in any speech contest shall be governed by the eligibility rules as set forth in Article 2, Bylaws Governing All Activities. Exception: Participation for remuneration in non-school competition does not make a student ineligible.

6.1.2 - Participation Limited to School Group
During speech season, a student shall not participate in any speech competition other than as a representative of his/her school. Exception: A school or its students may participate in National Speech Tournaments sanctioned by the National Association of Secondary School Principals, competition sponsored by governmental agencies or civic or service clubs.

AR 6.1.2
During the designated NSAA speech season, a student may not compete in non-high school competition. Exceptions are made for students participating in national speech tournaments, or in national speech tournament qualifying competition, or in competition sponsored by governmental agencies or organizations such as civic and service clubs.
6.1.2.1
In determining if a school is in violation of permitting students to participate in unauthorized speech competition, the following factors will be considered:

a. Did the coach or sponsor of the speech team organization enter the individuals in the competition?
b. Were school funds used to pay entry fees or any expenses for the individual students?
c. Was school-purchased equipment or materials used by the student?
d. Were the individual students under the supervision of the school while traveling to and from the site of such competition and/or during the competition?
e. Did the individual student actually speak or in any way perform in the speech competition?
f. Was a school name used or a name which might be interpreted as a school name?

6.1.2.2
A school in violation of this approved ruling shall be subject to a penalty as set forth in Article 2, 2.11, NSAA Bylaws.

6.1.3 - Supervision
The sponsor, coach or authorized faculty member must accompany the team or individuals in all interscholastic competition.

6.3.1 – Start of Season
No school may participate in any interscholastic speech tournament held prior to the Friday immediately preceding the first Saturday in November.

6.3.2 – End of Season
The state speech season shall end two weeks following the State Speech Tournament. No high school may participate in speech tournaments after this time, with the exception of the national speech tournament.

AR 6.3.2
Speech teams sponsored by NSAA high schools may not participate in speech competition as a school-sponsored team before the official start of the NSAA speech season nor after the designated end of the NSAA speech season, with the exception of the national speech tournament. The school shall not provide support for students participating, in speech activities outside the designated NSAA speech season, with the exception of national speech tournaments. Such school support might include, but not limited to, school funding or sponsoring individuals/teams. If the school provides any financial support or provision to sponsor or conduct the activity, then it shall be considered school support.

6.3.3 - December Moratorium
There will be five consecutive days in December where there shall be no practice or interschool competition by individuals or teams in any speech activity. The specific dates of each five-day period shall be set by the Board of Directors three years in advance. The moratorium is to include December 24 and 25 and the 5 days must be consecutive for each activity.

Please Note – This year’s moratorium dates are December 22-26.
6.4.1 - Contest Limitation
Participation in interschool speech competition by any high school student shall be limited to two meets per calendar week (Monday through Saturday), with a maximum of twelve (12) meets, in addition to the state-sponsored series of tournaments from the date of the first permitted contest to the close of the state speech tournament. There shall be no competition on Sunday.

AR 6.4.1
Once the NSAA speech season is concluded, there are no restrictions on which days of the week a student may participate in outside speech competition, including national speech tournaments.

6.5.1 - Individual Events
Competition under this section shall include:
   i. Interpretation of Humorous Prose
   ii. Interpretation of Serious Prose
   iii. Poetry
   iv. Persuasive
   v. Entertainment
   vi. Extemporaneous
   vii. Informative

6.5.2 - Group Events
   a. Interpretation of Drama
   b. Duet Acting

Please Note - refer to the NSAA Speech Judges Manual for purpose, rules, judging standards and disqualification criteria for each event.

6.6.2 - Classification for Competition
The schools registered for speech shall be divided into six classes for competition. Classification shall be based on student enrollment in grades 9-11 as reported on the School Membership Report submitted to the State Department of Education on October 1 of the previous year.

6.6.2.1 - District Assignments
The schools in each class shall be divided into districts for district competition. The dates, site and judges for district contests shall be set by the NSAA office.

6.6.3 – District Entries
A school may have a total of eighteen (18) entries in a district speech contest, with the breakdown as follows:

6.6.3.1 – Individual Events
Each school may have a maximum of (14) entries in individual events. In Classes A, B, C1 and C2, a student may enter and participate in two events. In Classes D1 and D2, a student may enter and participate in three events.

When submitting entries for Humorous and Serious Prose, you will be asked to enter the following information: Title, Author, Publisher, ISBM# or website address. In regards to “publisher”, the coach can provide proof of publication using either of the following methods: Originating in print form or originating in digital form.

6.6.3.2 – Group Events
Two entries per school - Duet Acting
Two entries per school - Oral Interpretation of Drama
**AR 6.6.3.3**
Speeches shall be conducted in English. Using other languages or foreign terms may be used to prove a point or provide emphasis, explanation or definition.

**6.6.3.4 – District Entries Deadline**
The entries to the district are to be submitted no later than a fixed date to be determined annually by the NSAA and indicated on the NSAA calendar. This year’s due date is Monday, March 2nd.

**6.6.4 – District Finals & Qualification for State Contest**
In all classes, six entries will advance to the final round of competition at districts. In Class A, the top four performers in each event from each district will qualify for the State Contest. In Classes B, C1, C2, D1 and D2, the top three performers in each event from each district will qualify for the State Contest.

**6.6.4.1**
If an individual or team qualifies for state competition through competing in a district meet, that individual or team is expected to compete in the state contest in which he/she or the team qualifies. Unless excused by the Executive Director, the school shall be penalized.

**6.6.4.2**
Substitutions shall not be permitted for a student who qualifies for the state speech contest in an individual event. Personnel of group events may be changed.

**6.7.3.1 - Time Limit**
For failure to abide by the prescribed time limits by more than 30 seconds, judges shall lower the contestant one assigned rank.

**6.7.5 - Protests**
Protests regarding the decision of the judges will not be heard. Errors in computation, which prevent a qualifier from being placed in the finals, must be brought to the attention of the contest director prior to the beginning of the final round of competition. When the finals have been completed, team points calculated, winners announced and awards issued, the results are final and no changes can be made in individual placement, unless a correctable error is discovered. Clerical errors in team scoring may be corrected by the contest director or NSAA Executive Staff when discovered.

**AR 6.7.5**
A correctable error shall be defined as those that involve:

1. Mathematical computation errors in individual points affecting placement of the speakers involved.
2. Mathematical computation errors in team points affecting team placement.
3. Mistakes made in calculation of judge’s preference in the final round affecting the placement of the speaker involved.

*Please Note - If correctable errors are discovered, students or teams shall receive the appropriate medals or trophies. Trophies and medals awarded at the awards ceremony shall be returned by the individuals or teams to which they were presented.*

**AR 6.8 - Selection of Material - Speech Review Form**
Each coach is reminded to select literature that will not offend the moral standards of the community to be in bad taste. It is advisable to eliminate all cursing, profane references to the Deity, and immorally suggestive statements.
Please Note - The Speech Review Form can be found on the AD login page as a link directly below the district speech entry. The form certifies that speech content has been carefully examined, and the performances are approved for presentation by the students of that school. The school also takes responsibilities for royalty payments and permission granted from the author when required.

Standards. Directors shall review materials for content that may not be acceptable in a high school educational setting (i.e.: graphic sexuality/violence; obscene language, actions or scenes; and plagiarism). The administration of the school in conjunction with the director shall ensure that the speeches and requirements are in compliance with the educational mission of the school. The signed Review Form serves to certify that the materials presented have been carefully examined and reviewed for presentation. Nothing in these standards is intended to permit or encourage censorship on the basis of topic or viewpoint. The NSAA supports academic standards and academic freedom.

Accommodations for Students with Disabilities
Each state association may, in keeping with applicable laws, authorize exceptions to rules to provide reasonable accommodations to individual participants with disabilities and/or special needs, as well as those individuals with unique and extenuating circumstances. In order to determine if the NSAA can authorize such an accommodation, the school administration should contact the NSAA to request an accommodation hearing. A Request for Accommodations form can be found on the NSAA website.

Contest Judges
A list of NSAA registered judges can be found on the AD and Speech Coach login. The NSAA strongly encourages schools to hire NSAA certified judges throughout the season. Coaches are strongly encouraged to register to be an NSAA certified judge. To be eligible to judge District or State competition, a judge must be an NSAA registered speech judge.

Future Dates
Opening dates for initial contests in speech are as follows:
- 2020-2021 – First Contest Date – Friday, November 6
- 2021-2022 – First Contest Date – Friday, November 5

Video Taping
1. A school may videotape or film sessions in which its school is performing.
2. Prior permission should be received from the host school.
3. Videotaping or filming a session, in which the recording school is not participating, is not permitted.

Courtesy
Remember that you are guests at meets, and that stationary tables/desks in the speaking rooms shall NOT be moved to avoid damaging electrical/computer connections.

Respect
Concerns have been expressed in regard to the lack of respect being afforded to performers, coaches, judges, audience members and host staff. Students and coaches should understand the seriousness of their responsibility to the audience and the privilege of representing their school and community. As educators, we must recommit ourselves to the preservation of respect. Unfair acts prohibited by the spirit and intent of the rules include the use of disconcerting acts or words. Deliberately disrespecting the rules and fellow participants in the hope or expectation of gaining an advantage is deplorable and indefensible. It is imperative that coaches, performers, judges and students make an extra effort to model the type of behavior that illustrates the educational values of speech competition. Conduct that berates, intimidates or threatens others, based on gender, ethnicity, or sexual preference is unacceptable.
NSAA Policy on Comments and Negative Actions Against Officials and Judges

The National Federation of State High School Associations has devised Code of Ethics guidelines for high school coaches. The function of a coach is to educate students through participation in interscholastic competition. The coach or sponsor shall respect and support contest officials and judges. The coach or sponsor shall not indulge in conduct that would incite players or spectators against the officials. Public criticism of officials, judges or players is unethical.

The Nebraska School Activities Association has embraced that Coaches Code of Ethics and has established policies and standards that will cultivate the ideals of good sportsmanship, professionalism and conduct. It shall be the responsibility of each member school to ensure that all individuals directly associated with the interscholastic program conduct themselves in a sportsmanlike and professional manner.

The high school coach or director is a representative of the school at interscholastic activity events. It is the responsibility of all coaches and directors to serve as role models for students and the public.

It is the expectation that all coaches, directors, administrators and student participants shall refrain from negative criticism of NSAA member institutions, officials, adjudicators, judges, etc. in public statements before, during or after interscholastic events. The appropriate public response to media questions at all venues regarding officiating/judging is “per NSAA policy, I am unable to comment.” Any other response is a violation of this board policy and is subject to penalty.

It would be considered a violation of this NSAA policy to include, but are not limited to the following:
   a. Making degrading and/or critical remarks about officials or adjudicators or the officiating or judging before, during or after an event either on or off-site, via social media, or through any public means.
   b. Detaining the officials/adjudicators/judges during or following the event to request a ruling or explanation of actions or evaluation by the official(s)/adjudicator(s)/judges.

Negative actions by an individual directly associated with the program shall be reported to the NSAA office by the school and/or by the head contest official, adjudicator, judge, or manager. The school shall document the results of their investigation and actions taken, where necessary and appropriate. The NSAA Executive Director shall determine the appropriate penalties for violation of this board policy.

Emergency Action Plan

Severe injuries, sudden illnesses and other critical incidents do not often occur during school activities, but it is important for every school to have an emergency action plan (EAP) for administrators, faculty, coaches and staff members to follow should emergencies occur. Due to lack of universal availability of medical coverage and other logistical reasons, NSAA does not require that schools have a physician, trainer or ambulance on-site at regular season activities; however, each school should have a plan in place should there be an emergency involving students, coaches, officials or spectators requiring medical attention.
**District Contests**

**Classification & District Assignments**

1. Only those schools submitting the speech registration fee and declaring participation to the NSAA are assigned to districts. Schools must compete in the district to which they are assigned.

2. The 32 registered schools with the largest enrollment are placed in Class A, the next 48 registered schools in Class B, and the remaining schools registered for speech are divided into four classes as evenly as possible.

3. A school may opt-up one classification. The deadline for submitting a request to the NSAA is one week from when classifications are released.

   **Please Note - If schools are tied in enrollment for the last position or positions of a class, the following tiebreaker will be applied:**

   a. The first tiebreaker will be a three-year average of enrollment which includes the year on which the current year’s classification is based and the two previous years. The higher three-year average will be in the larger class.

   b. If the tie still exists, then the school with the higher immediate previous year’s enrollment will be placed in the larger class.

   c. If a tie still exists, it will be decided by a coin flip in the NSAA office.

4. Class A schools will be divided into four districts.

5. District A1-A4 champions will be assigned to separate districts. District runners up will be assigned to the districts in reverse order so that no district runner up and champion from the previous year shall meet in the same district. The remaining Class A schools will be randomly assigned.

```
<table>
<thead>
<tr>
<th>District A1</th>
<th>District A2</th>
<th>District A3</th>
<th>District A4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Champion</td>
<td>A2 Champion</td>
<td>A3 Champion</td>
<td>A4 Champion</td>
</tr>
<tr>
<td>A4 Runner-Up</td>
<td>A3 Runner-Up</td>
<td>A2 Runner-Up</td>
<td>A1 Runner-Up</td>
</tr>
</tbody>
</table>
```

6. Classes B, C1, C2, D1 & D2 will have schools divided into six districts.

7. In Classes B, C1, C2, D1 and D2, schools are assigned to a district according to the school’s geographical location. Available site and facilities will also be considered.

8. Beginning with the school located the farthest west; schools to the east are added until the pre-determined number of schools that are to compose a district is reached. Schools located to the north and south may be selected if total travel distance to a tournament site can be decreased. This sequence continues until all schools are assigned to districts.

9. If a school decides not to compete after district assignments are made, no change will be made in district assignments. If two or more schools decide not to compete, or two or more schools close, consolidate, or enter into a cooperative agreement, the districts may be adjusted to restore a near equal number of schools or to take advantage of a reduction in travel distance.

10. If a school(s) decides to participate in an activity after district assignments are completed, the school(s) will be assigned to a district with the fewest number of schools unless the travel distance is too great, the school(s) will be assigned to the nearest district and the other district assignments will be adjusted.

11. If a school registers late for an activity after district assignments have been made and the number of schools assigned to a district is restricted to a specific number, the school which registered late will be assigned to a district which has fewer than the specified number of schools.

**PLEASE NOTE - REGISTERED schools that do not participate in districts will be fined $400.**
Dates and Sites of District Tournaments
1. All district contests will be held on one of the following dates: March 14, 16, 17, 18
2. The NSAA shall assign the sites, tournament/contest directors, and judges.

Time Schedule
Once the starting time of a contest has been set, the time shall not be changed unless mutual consent is received from all schools involved in that contest.

Entries
1. Due – Monday, March 2nd.
2. After the entry deadline, schools can make substitutions to an originally submitted entry up until registration the day of the contest. No additions may be made to the original submitted entry.
3. The entry fees for district speech contests are to be established by each district individually. Entry fees shall be determined by dividing the expenses to include SpeechWire fees incurred by the host in hosting the contest equally between registered schools assigned to each district.

Supervision of Students
Neither a school team nor individuals shall be permitted to compete in a district or state contest unless the team or individual is accompanied by the head coach, school administrator, or a certificated staff member.

Ballots
Ballots to conduct district contests can be downloaded from the NSAA webpage.

District Director
The director of the tournament is granted full authority for the conduct and management of the tournament and is responsible for administration of rules and regulations and for accounting for all finances. The district contest shall be under the supervision of the NSAA.

The financial report should be completed immediately following the close of the contest and sent to participating schools.

It is the director’s discretion in establishing the number of sections, and entries in each section for tournament efficiency.

Suggestions for District Directors
1. Provide participating schools with a list of the judges contracted.
2. Provide judges with programs and filled-in ballots.
3. Provide a doorkeeper to keep people from entering while rounds are in progress.
4. Provide stopwatches to time actual speaking time.
5. Allow coaches access to ballots throughout the tournament.

Judges and Scoring
1. All contestants will compete in two preliminary rounds. Preliminary round sections will each be evaluated by a single judge.
2. Two judges will be assigned to judge the final round in each event.
3. Each district director shall seek input from schools assigned to that respective district for recommendations on district judges. The district director will then provide those names to the NSAA. The NSAA will contract all judges to ensure that each district contest has up to 10 NSAA certified judges.
4. Registered judges will be paid $20.00 per round judged plus mileage at the NSAA rate. Judges for Oral Interpretation of Drama will be paid $20.00 per round for rounds of 6 or less entries. Judges for Oral Interpretation of Drama rounds containing more than 6 entries will be paid $40.00 per round.
Breaking Ties

Using Two Judges at Districts
When two judges are assigned to judge the final round in each event at district speech competition, ties in cumulative rank will be broken as follows:

1. Reciprocals applied to the final round.
2. Highest cumulative rating points in the final round.
3. Lowest rank in the preliminary round.
4. Highest rating points in the preliminary round.
5. Head-to-Head in Preliminary Round
6. Judges brought back together to break the tie.

*NOTE: There is NO Judge’s Preference when only two judges are used.

Determining Final Rounds
The final round shall consist of six (6) contestants. The following procedures will be used to determine which students advance out of the preliminary rounds:

1. Lowest Cumulative Speaker Rank
2. Highest Cumulative Speaker Points

If ties in cumulative scores bring the number to more than six (6), the following priority system shall be used to break ties:

3. Head-to-Head Competition:
   A. If the tied speakers met in only one preliminary round, the speaker that ranked higher in that round advances.
   B. If the speakers met in both preliminary rounds, and the same speaker ranked higher in both rounds, that speaker advances.

4. Reciprocals:

<table>
<thead>
<tr>
<th>Rank</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>1</td>
<td>½</td>
<td>1/3</td>
<td>¼</td>
<td>1/5</td>
<td>1/6</td>
<td>1/7</td>
</tr>
<tr>
<td>As a Decimal</td>
<td>1.5</td>
<td>.33</td>
<td>.25</td>
<td>.2</td>
<td>.17</td>
<td>.14</td>
<td></td>
</tr>
</tbody>
</table>

Then add these numbers and the contestant with the highest score is the best of the three, and the next highest score receives the next rank, etc. See example below:

District Example

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Ranks</th>
<th>Converts to</th>
<th>Total</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 5 = 6</td>
<td>1.00 .20</td>
<td>1.20</td>
<td>1st</td>
</tr>
<tr>
<td>B</td>
<td>3 3 = 6</td>
<td>.33 .33</td>
<td>.66</td>
<td>3rd</td>
</tr>
<tr>
<td>C</td>
<td>2 4 = 6</td>
<td>.50 .25</td>
<td>.75</td>
<td>2nd</td>
</tr>
</tbody>
</table>

The reciprocals are then added and the speaker with the highest cumulative reciprocal score advances.
Selection of Judges for District and State Contests
Judges for all district and state contests are selected and contracted by the NSAA. In general, the following selection criteria shall be used:
1. Any judge interested in working district or state contests shall apply to the NSAA by submitting a completed online NSAA application form.
2. NSAA judge’s ballot results submitted by coaches and activities administrators on the online form will be taken into consideration for the selection criteria. (Coaches have the opportunity to vote for judges on their coach login page.)
3. Consideration will be given to experience and geographical location judges.
4. Consideration for state will be given to a judge’s availability to judge district contests, ballot results, experience and geographical location of judges.
5. Judging fees shall be established by the NSAA Board of Directors.

Team Scoring
A point system will be used to determine the first-place team. Team scoring shall only include final round scoring as follows:

<table>
<thead>
<tr>
<th>Place</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>20</td>
</tr>
<tr>
<td>Second</td>
<td>18</td>
</tr>
<tr>
<td>Third</td>
<td>16</td>
</tr>
<tr>
<td>Fourth</td>
<td>14</td>
</tr>
<tr>
<td>Fifth</td>
<td>12</td>
</tr>
<tr>
<td>Sixth</td>
<td>10</td>
</tr>
</tbody>
</table>

In the event there are not sufficient entries in an event to warrant preliminary rounds at the discretion of the director, a final round will only be conducted in that event. scores.

If there is a tie for championship and/or runner-up honors, the following will be used to determine the finish, following each step-in order until there is no tie:
1. The school with the most state qualifiers will be the winner.
2. The school with the most “superior” ratings will be the winner.
3. The school with the most “excellent” ratings will be the winner.
4. The school with the most “good” ratings will be the winner.
5. If a tie still exists, the schools will finish with a tie.

Notification of Qualifiers
Schools qualifying will not have to register their own entries with the state contest director. The district director will notify the NSAA of their state qualifiers electronically immediately following the conclusion of their contest.

District Awards
A championship plaque and a runner-up plaque will be awarded to the top schools in each class in each contest at the district level.

It shall be the expectation that students shall accept their medals, plaques and trophies at subdistricts, districts and state contests in a sporting and willing manner. The executive director or the NSAA Board of Directors shall determine the type and severity of sanctions to schools that do not comply with these expectations.
Individual medals will be presented to all finalists in each event. A certificate will be awarded to each school winning superior in Oral Interpretation of Drama and Duet Acting.

A certificate will be awarded to superior winners in individual events. Schools can download the certificates on their coach’s login page.

**Inclement Weather**
Snowstorms or other inclement weather conditions may force the postponement of a district or state contest. The tournament director has the sole authority for the postponement and rescheduling of such contest. In determining whether to postpone or to hold the contest as scheduled, the director should consider the following factors:

1. The weather and road conditions at the site of the contest.
2. Existing weather and road conditions at the location of the schools that are to compete that day.
3. Road conditions between tournament site and the competing schools.
4. The weather conditions immediately prior to, during, and following the contest, as reported by the weather bureau.

If, after considering the various factors, the tournament director determines that competition is to go on as scheduled, all schools are to be notified early enough to allow each team sufficient time to travel to the contest site.

Once the decision has been made to hold an event as scheduled and any team has begun to travel, the contest shall go on.

If the tournament director feels a postponement is necessary, he/she shall request permission from the Executive Director before postponing the day's activities.

Once the meet or tournament has been postponed, the director shall be responsible for setting the new time, date, and site, if necessary, for the continuation of the contest.

The previously agreed upon schedule may be changed to complete the contest by the required dates. Contest receipts are not to be used to reimburse any school for additional expenses incurred because of a postponed contest.

**NSAA State Speech Championships**

**Contest Site:** University of Nebraska, Kearney

**Contest Dates:** Classes A, B, C1 – Thursday, March 26
Classes C2, D1, D2 – Friday, March 27

**Contest Director:** Jeff Stauss – (402) 489-0386

**Site Directors:** Jake Jacobsen (UNK)
Lynelle Fritzen (Kearney CVB)

**Rules**

**State Contest Rounds**
State contest round information will be posted on the NSAA website on Saturday, March 21.

**Judges**
The NSAA will select and contract state contest judges. Registered judges will be paid $25.00 per round for judging. Mileage at NSAA rate. The NSAA will secure a block of rooms for judges lodging.
**Competition**

In Class A, all preliminary performances will be presented three times, each time before one judge. In Classes B, C1, C2, D1 and D2 all preliminary performances will be presented two times, each time before one judge.

There will be a separate drawing for each round in Extemporaneous Speaking.

1. Classes B, C1, C2, D1, and D2 students will have one hour for preparation time.
2. Class A schools will have 30 minutes for preparation time.

Judging ballots with both rating and ranking scales will be used in the contest. Contestants will be both rated and ranked in each round. One judge will be used in all preliminary rounds. Three judges will be used in the final round.

It is the coach’s responsibility to verify a speaker’s placement into the final round by comparing a speaker’s ranking and rating points against the break scores posted on the finalist listing. Any mathematical discrepancies must be reported to the Director of the Contest prior to the start of the final round in that event.

**Determining Final Rounds**

The final round shall consist of six (6) contestants. The following procedures will be used to determine which students advance out of the preliminary rounds:

1. Lowest Cumulative Speaker Rank
2. Highest Cumulative Speaker Points
   - If ties in cumulative scores bring the number to more than six (6), the following priority system shall be used to break ties:
3. Head-to-Head Competition:
   - A. If the tied speakers met in only one preliminary round, the speaker that ranked higher in that round advances.
   - B. If the speakers met in both preliminary rounds, and the same speaker ranked higher in both rounds, that speaker advances.
4. Reciprocals:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Reciprocal</th>
<th>As a Decimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/7</td>
<td>0.14</td>
</tr>
<tr>
<td>2</td>
<td>1/6</td>
<td>0.17</td>
</tr>
<tr>
<td>3</td>
<td>1/5</td>
<td>0.2</td>
</tr>
<tr>
<td>4</td>
<td>1/4</td>
<td>0.25</td>
</tr>
<tr>
<td>5</td>
<td>1/3</td>
<td>0.33</td>
</tr>
<tr>
<td>6</td>
<td>1/2</td>
<td>0.5</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Then add these numbers and the contestant with the highest score is the best of the three, and the next highest score receives the next rank, etc. See example below:

5. If ties cannot be resolved using steps 3 or 4, those tied shall be included in the final round.

**State Example**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Ranks</th>
<th>Converts to</th>
<th>Total</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker A</td>
<td>1 3 3 = 7</td>
<td>1.00 .33 .33</td>
<td>1.66</td>
<td>2nd</td>
</tr>
<tr>
<td>Speaker B</td>
<td>2 1 4 = 7</td>
<td>.50 1.00 .25</td>
<td>1.75</td>
<td>1st</td>
</tr>
<tr>
<td>Speaker C</td>
<td>3 2 2 = 7</td>
<td>.33 .50 .50</td>
<td>1.33</td>
<td>3rd</td>
</tr>
</tbody>
</table>

The reciprocals are then added and the speaker with the highest cumulative reciprocal score advances.
Breaking Ties to Determine Final Placement

Three Judges in Finals
When three judges are assigned to judge the final round in each event at the state speech competition ties in cumulative rank will be broken as follows:
1. Judge’s preference in the final round. *
2. Reciprocals applied to the final round. *
3. Highest cumulative rating points in the final round.
4. Lowest cumulative rank in the preliminary rounds.
5. Reciprocals applied to the preliminary rounds.
6. Highest cumulative rating points in the preliminary rounds
7. Head-to-Head in preliminary rounds
8. Judges brought back together to break the tie.

*If there is a tie of ranks in the round, judge’s preference shall be used to break the tie. The following diagram illustrates the “judge’s preference” method of breaking ties:

<table>
<thead>
<tr>
<th></th>
<th>Judge 1</th>
<th>Judge 2</th>
<th>Judge 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker A</td>
<td>1*</td>
<td>2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Speaker B</td>
<td>4</td>
<td>1*</td>
<td>1*</td>
<td>6</td>
</tr>
</tbody>
</table>

In this case, Judge 1 ranks Speaker A over Speaker B, Judge 2 ranks Speaker B over Speaker A, and Judge 3 ranks Speaker B over Speaker A. Thus, two out of the three judges have preferred Speaker B. *In case of an unbreakable three-way tie, inverted fractions (reciprocals) shall be used.

<table>
<thead>
<tr>
<th>Rank</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>1</td>
<td>1/2</td>
<td>1/3</td>
<td>1/4</td>
<td>1/5</td>
<td>1/6</td>
<td>1/7</td>
</tr>
<tr>
<td>As a Decimal</td>
<td>1</td>
<td>.5</td>
<td>.33</td>
<td>.25</td>
<td>.2</td>
<td>.17</td>
<td>.14</td>
</tr>
</tbody>
</table>

Then add these numbers and the contestant with the highest score is the best of the three, and the net highest score receives the next rank, etc. See example below:

<table>
<thead>
<tr>
<th>Ranks</th>
<th>Converts to</th>
<th>Total</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker A</td>
<td>1 3 3 = 7</td>
<td>1.00 .33 .33</td>
<td>1.66</td>
</tr>
<tr>
<td>Speaker B</td>
<td>2 1 4 = 7</td>
<td>.50 1.00 .25</td>
<td>1.75</td>
</tr>
<tr>
<td>Speaker C</td>
<td>3 2 2 = 7</td>
<td>.33 .50 .50</td>
<td>1.33</td>
</tr>
</tbody>
</table>

In case of a tie in inverted fractions among 2 of the 3 tied speakers, revert back to judge preference to revolve the tie between the 2 tied speakers. See the example below:

<table>
<thead>
<tr>
<th>Ranks</th>
<th>Converts to</th>
<th>Total</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker A</td>
<td>4 2 5 = 11</td>
<td>.25 .50 .20</td>
<td>0.95</td>
</tr>
<tr>
<td>Speaker B</td>
<td>3 6 2 = 11</td>
<td>.33 .17 .50</td>
<td>1.00</td>
</tr>
<tr>
<td>Speaker C</td>
<td>2 3 6 = 11</td>
<td>.50 .33 .17</td>
<td>1.00</td>
</tr>
</tbody>
</table>

* The 1.00 tie between speakers B and C is broken on the basis of Judge Preference (Speaker C is preferred over Speaker B by 2 of the 3 judges).
**Terminology**

**Reciprocals**
Reciprocals require that each rank be assigned the decimal equivalent of its place. Hence, 1st-1.0, 2nd-.5, 3rd-.33, 4th-.25, 5th-.20, etc. The reciprocals are then added and the play or speaker with the highest cumulative reciprocal score wins.

**Judges Preference**
This method compares the judge’s rank to determine which performance is preferred.

**6.7.4.1 Sweepstake Points**
Sweepstakes points for the state speech tournament will be based on final round scoring only. Points shall be scored as follows:

<table>
<thead>
<tr>
<th>Place</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Place</td>
<td>20</td>
</tr>
<tr>
<td>Second Place</td>
<td>18</td>
</tr>
<tr>
<td>Third Place</td>
<td>16</td>
</tr>
<tr>
<td>Fourth Place</td>
<td>14</td>
</tr>
<tr>
<td>Fifth Place</td>
<td>12</td>
</tr>
<tr>
<td>Sixth Place</td>
<td>10</td>
</tr>
</tbody>
</table>

1. Sweepstakes points for the state speech tournament will be based on final round scoring only.
2. The team with the greatest number of points shall be the sweepstakes winner in each class.
3. The team with the second greatest number of points shall be the runner-up in each class.
4. The winning coach in each class will also be presented with an NSAA award.
5. State championship and/or runner-up speech teams may purchase state medals for their teams through the NSAA.

**Awards**
Finalists placing and competing in the finals will receive medals. Sweepstakes trophies will be presented to the winning and runner-up schools in each class. The point system will be used to determine sweepstakes winners.

It shall be the expectation that students shall accept their medals, plaques and trophies at subdistricts, districts and state contests in a sporting and willing manner. The executive director or the NSAA Board of Directors shall determine the type and severity of sanctions to schools that do not comply with these expectations.

To award superior certificates when multiple judges are used, the judge’s ratings shall be averaged. If the average of the ratings is 45 points or greater in speech, a superior certificate will be issued. The average shall not be rounded up to the nearest whole number.

**Speaking Rooms**
Please remember that you are a guest on campus, and that stationary tables/desks in the speaking rooms shall NOT be moved to avoid damaging electrical/computer connections.
# 2020 NSAA State Speech Championships Schedule

**Thursday, March 26**

<table>
<thead>
<tr>
<th>Time</th>
<th>CLASS B SCHEDULE</th>
<th>CLASS C1 SCHEDULE</th>
<th>CLASS A SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am</td>
<td>Registration Begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 am</td>
<td>Class B - Extemp Draw, Round 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 am</td>
<td><strong>Class B</strong> - Round 1</td>
<td>Class C1 - Extemp Draw, Round 1</td>
<td></td>
</tr>
<tr>
<td>8:30 am</td>
<td>Class B - Extemp, Round 1</td>
<td>Class C1 - Persuasive, Humorous, Serious, Poetry, Informative, Entertainment - Round 1</td>
<td>Class A - Extemp Draw, Round 1</td>
</tr>
<tr>
<td>9:00 am</td>
<td></td>
<td>Class C1 – Extemp, Round 1</td>
<td>Class A - Round 1</td>
</tr>
<tr>
<td>9:30 am</td>
<td></td>
<td></td>
<td>Class A - Round 1</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Class B - Extemp Draw, Round 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 am</td>
<td>Class B - Round 2</td>
<td></td>
<td>Class A - Extemp Draw, Round 2</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Class B - Extemp, Round 2</td>
<td></td>
<td>Class A - Round 2</td>
</tr>
<tr>
<td>11:30 am</td>
<td></td>
<td>Class C1 - Extemp Draw, Round 2</td>
<td></td>
</tr>
<tr>
<td>12:30 pm</td>
<td></td>
<td>Class C1 - Round 2</td>
<td>Class A - Extemp Draw, Round 3</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Class B - Extemp Draw, Finals</td>
<td></td>
<td>Class A - Round 3</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Class B - Finals</td>
<td>Class C1 - Extemp Draw, Finals</td>
<td></td>
</tr>
<tr>
<td>3:00 pm</td>
<td></td>
<td>Class C1 - Finals</td>
<td>Class A - Extemp Draw, Finals</td>
</tr>
<tr>
<td>3:30 pm</td>
<td></td>
<td></td>
<td>Class A - Finals</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>Class B - Awards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00 pm</td>
<td></td>
<td>Class C1 - Awards</td>
<td></td>
</tr>
<tr>
<td>6:00 pm</td>
<td></td>
<td></td>
<td>Class A - Awards</td>
</tr>
</tbody>
</table>
### Friday, March 27

<table>
<thead>
<tr>
<th>Time</th>
<th>CLASS D2 SCHEDULE</th>
<th>CLASS C2 SCHEDULE</th>
<th>CLASS D1 SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am</td>
<td><strong>Registration Begins</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30 am</td>
<td>Class D2 - Extemp Draw, Round 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 am</td>
<td>Class D2 - Round 1</td>
<td>Class C2 - OID, Duet, Persuasive, Humorous, Poetry – Round 1</td>
<td></td>
</tr>
<tr>
<td>8:30 am</td>
<td>Class D2 – Extemp, Round 1</td>
<td>Class C2 - Extemp Draw, Round 1</td>
<td>Class D1 - Extemp Draw</td>
</tr>
<tr>
<td>9:30 am</td>
<td></td>
<td>Class C2 - Extemp, Serious, Informative, Entertainment – Round 1</td>
<td>Class D1 - Round 1</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Class D2 Extemp Draw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 am</td>
<td>Class D2 – Round 2</td>
<td>Class C2 - Round 2 – OID, Duet, Persuasive, Humorous, Poetry Class C2 Extemp Draw – Rd 2</td>
<td></td>
</tr>
<tr>
<td>11:30 am</td>
<td></td>
<td>Class D1 – Extemp Draw, Round 2</td>
<td></td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Class C2 Extemp – Round 2</td>
<td>Class C2 Extemp Draw – Round 2</td>
<td>Class D1 - Round 2</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Class C2 - Serious, Informative, Entertainment – Round 2</td>
<td>Class D1 - Round 2</td>
<td></td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Class D2 - Extemp Draw, Finals</td>
<td>Class C2 - Extemp Draw, Finals</td>
<td></td>
</tr>
<tr>
<td>1:30 pm</td>
<td></td>
<td>Class C2 - Extemp Draw, Finals</td>
<td></td>
</tr>
<tr>
<td>2:00 pm</td>
<td>Class D2 - Finals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30 pm</td>
<td></td>
<td>Class C2 - Finals</td>
<td>Class D1 - Extemp Draw, Finals</td>
</tr>
<tr>
<td>3:30 pm</td>
<td></td>
<td>Class C2 - Finals</td>
<td>Class D1 - Finals</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>Class D2 - Awards</td>
<td>Class C2 - Awards</td>
<td></td>
</tr>
<tr>
<td>5:00 pm</td>
<td></td>
<td>Class C2 - Awards</td>
<td></td>
</tr>
<tr>
<td>6:00 pm</td>
<td></td>
<td>Class D1 - Awards</td>
<td></td>
</tr>
</tbody>
</table>
| CRITERIA FOR EVALUATION | SUPERIOR  
Rating Points (45-50) | EXCELLENT  
Rating Points (40-44) | GOOD  
Rating Points (35-39) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELECTION</strong></td>
<td>The literature is appropriate to the performer and the event. The introduction heightens the audience's understanding and appreciation of the literature. The author(s) and/or title(s) are clearly communicated. If needed, suitable transitions are provided to link components of the program. If poetry, theme is clearly maintained.</td>
<td>The literature is appropriate to the performer and the event. The introduction effectively provides necessary background. The author(s) and/or title(s) are clearly communicated. If needed, suitable transitions are provided to link components of the program. If poetry, theme is adequately maintained.</td>
<td>The literature does not adequately fit the performer and/or the event. The introduction is irrelevant or incomplete. The author(s) and/or title(s) are not clearly communicated. Transitions, if needed, are unclear or absent. If poetry, theme is unclear or not identified.</td>
</tr>
<tr>
<td><strong>PHYSICAL RESPONSIVENESS</strong></td>
<td>Speaker is polished and poised. Posture, gestures, movement, and eye contact are superb. If used, focal points are consistent and clearly delineate characters, enhance visualization, or distinguish narration. If used (or required) the manuscript is handled effectively and unobtrusively.</td>
<td>Speaker is polished and poised. Posture, gestures, movement, and eye contact are effective. If used, focal points are generally consistent and delineate characters, enhance visualization, or distinguish narration. If used (or required) the manuscript is handled effectively.</td>
<td>Speaker is lacking polish and/or poise. Posture, gestures, movement, and eye contact are inconsistent or lacking. If used, focal points are inconsistent or fail to clearly delineate characters or distinguish narration. If used (or required) manuscript is obtrusive. The student makes little attempt to acknowledge the audience.</td>
</tr>
<tr>
<td><strong>VOCAL QUALITIES</strong></td>
<td>Articulation and pronunciation are clear and correct. Pace, pause, volume, emphasis, inflection, and timing enhance understanding of the literature. The performer maintains a strong sense of vocal control. If used, characters are distinguished vocally.</td>
<td>Articulation and pronunciation are clear. Pace, pause, volume, emphasis, inflection, and timing are effective. The performer maintains vocal control. If used, characters are distinguished vocally.</td>
<td>Articulation or pronunciation is occasionally unclear or incorrect. Pace, pause, volume, emphasis, inflection, and timing are absent or inconsistent. The performer displays inconsistent vocal control. If used, characters are vocally indistinguishable.</td>
</tr>
<tr>
<td><strong>PRESENTATION</strong></td>
<td>If used, characterization is consistent and remains within the realm of suggestion. If used, narration is distinguished from characterization. If used, multiple selections are clearly distinguished from one another with transitional devices. In poetry, poetic devices (rhyme, rhythm, imagery, etc.) are mastered by the performer.</td>
<td>If used, characterization is consistent. If used, narration is distinguished from characterization. If used, multiple selections are generally distinguished from one another with transitional devices. In poetry, poetic devices (rhyme, rhythm, imagery, etc.) are effectively used by the performer.</td>
<td>If used, characterization is inconsistent or fails to remain within the realm of suggestion. If used, narration is not clearly distinguished from characterization. If used, multiple selections are not distinguishable. In poetry, poetic devices (rhyme, rhythm, imagery, etc.) are inconsistent.</td>
</tr>
<tr>
<td><strong>OVERALL EFFECTIVENESS</strong></td>
<td>The presentation is spontaneous and genuine. The performer creates and maintains a strong sense of mood. The performance advances the moral, social, or philosophical point of the literature. Merit is reflected through the literature's universality, individuality, and suggestion. The performance is true to the author's intended purpose.</td>
<td>The presentation is spontaneous and genuine. The performer creates a clear sense of mood. The point of the literature is clear and consistent. Literary merit is apparent. The performance is true to the author's intended purpose.</td>
<td>The presentation lacks spontaneity. The performer inconsistently maintains a sense of mood. The point of the literature is unclear. Literary merit is questionable or lacking. The performance is not always true to the author's intended purpose.</td>
</tr>
</tbody>
</table>
# Public Address Rubric

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Superior</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Thesis clearly fulfills the purpose of the event. It is rational, reasonable, and relevant. It is justified, clearly stated and well-developed. It shows originality, creativity, and depth of analysis. It is appropriate, genuine, and interesting to the audience. The audience learns if profits in some manner by the speaker's topic/thesis.</td>
<td>Thesis fulfills the purpose of the event. It is clear and appropriate, but less unique, relevant, or significant. Rationale is less obvious. Analysis lacks depth in some areas. Originality and creativity are not clearly revealed. Audience interest is piqued at times, but not consistently or thoroughly.</td>
<td>Thesis fulfills purpose of the event but is vague or undeveloped. Rationale is unclear or absent. Analysis is superficial. Originality and creativity are lacking. It is appropriate and acknowledges the audience but holds little interest for them.</td>
<td>Thesis fails to fulfill the purpose of the event, is trivial, or is unstated. It may be unoriginal, inappropriate for the audience, or absent altogether. Demonstrates little regard or concern for the audience's interest.</td>
</tr>
<tr>
<td>Organization</td>
<td>Clear, appropriate, and suitable introduction, body, and conclusion are present. Material is organized logically and coherently. Fluid, parallel transitions connect the segments of the speech, and enable the audience to accurately follow the speaker's points/arguments. Ending is clear and satisfying.</td>
<td>Introduction, body, and conclusion are clearly present. Material is organized, but ideas are not as fully developed or coherent. Transitions connect the main segments of the speech. Minor logical problems may be present. Preparations for audience for a clear ending. Listeners are left with a feeling of completeness.</td>
<td>Introduction, body, and conclusion are present, but some parts may be vague or incomplete. Structure is not obvious or apparent. Transitions are awkward, unclear, or missing. A logical progression of ideas is absent, hindering audience's ability to follow the speaker's points and ideas. Ending is unclear or abrupt.</td>
<td>Parts of the introduction, body, and/or conclusion are unclear or absent. Organization and structure are haphazard or inconsistent. Main ideas are vague or unclear. Listeners can follow the presentation only with great effort and are not left with a feeling of completeness at conclusion.</td>
</tr>
<tr>
<td>Content</td>
<td>Supporting material is sufficient, appropriate, reliable, and clearly relevant. Evidence supports the purpose and stated thesis. Sources are cited effectively when needed. Examples, stories, and details add interest and depth to the speech. Creativity and originality capture audience's attention. Critical thought is apparent throughout the speech.</td>
<td>Supporting material is adequate, appropriate, reliable, but may not clearly support the stated thesis or claims. Sources may be cited inconsistently. Examples, stories, and details are included, but are not as abundant or relevant. Creativity, originality, and critical thought are present but inconsistent.</td>
<td>Speaker attempts to provide support, but it is insufficient and lacks clear connection to the thesis. Citations are improper or absent. Sources may lack relevance, credibility, or may not clearly support the stated thesis or claims. Few examples, stories, or details are present. Creativity is lacking. Some supporting material may hinder clarity or understanding.</td>
<td>Speaker provides little or no evidence or supporting materials. Citations, when necessary, are absent. Stories, examples, and details which add interest and depth to the speech are minimal or absent. Lack of supporting materials critically undermines the thesis or purpose of the speech and obscures the audience's understanding.</td>
</tr>
<tr>
<td>Style and Language</td>
<td>Speaker demonstrates mastery of mechanics, syntax, and grammar. Language is appropriate, correct and adapted to oral presentation. Word choice is direct and discriminating. Vocabulary demonstrates color, clarity, vividness, and variety. Figures of speech, allusions, rhetorical devices, and metaphor may be used to enhance understanding.</td>
<td>Speaker demonstrates effective mechanics, syntax, and grammar. Language is appropriate and adapted to oral presentation. Vocabulary clearly communicates ideas and the purpose of the speech. With few exceptions, words are chosen for their precise meaning. Color, variety, and/or rhetorical devices are used occasionally and without confusion.</td>
<td>Speaker makes frequent errors in mechanics, syntax, or grammar. Listeners can follow the presentation, but may be distracted by errors, slang, or jargon. Vocabulary is limited, awkward, repetitive, or inappropriate to the purpose of the speech. Language confuses or hinders understanding.</td>
<td>Speaker makes critical errors in mechanics, syntax, or grammar. Listeners are frequently distracted by errors, slang, jargon, or technical terms. Language may not be appropriate to the audience or may hinder understanding to the point that the purpose of the speech is not fulfilled.</td>
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<tr>
<td>Delivery</td>
<td>Speaker is polished and poised. Posture, gestures, movement, and eye contact are superb. Articulation and pronunciation are clear and correct. Speaker is sincere, direct, and conversational, acknowledging the audience throughout. Pace, pause, volume, emphasis, inflection, and timing enhance understanding. Delivery is extemporaneous.</td>
<td>Speaker is practiced and prepared. Posture, gestures, movement, and eye contact are effective. Articulation and pronunciation are typically clear. Audience is acknowledged. Delivery does not significantly detract from the message. Pace and volume are varied. If used, manuscript or notecard is unobtrusive, serving as a point of reference.</td>
<td>Speaker is generally prepared, but gestures, movement, or eye contact are awkward or ineffective. Vocal variety or volume are inadequate at times. Articulation and pronunciation are sloppy. The audience is not acknowledged effectively. Delivery interferes with understanding. Dependence on manuscript or notecard impedes the message.</td>
<td>Speaker appears uncomfortable or unprepared. Gestures, movement, or eye contact are awkward or absent. The speaker may be inaudible or monotone. Articulation, delivery, or pronunciation impair understanding. Little regard is shown for the needs of the audience. Heavy reliance on manuscript or notecard distracts from the message, or speech may be read.</td>
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<tr>
<td>Criteria for Evaluation</td>
<td>Superior</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
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<td><strong>Selection</strong></td>
<td>The script is very appropriate to the actors and this event. The introduction captures attention and heightens the audience’s understanding and appreciation of this scene. The playwright(s) and title are clearly communicated. If needed, clear and creative transitions are provided to link time, place, and scene changes.</td>
<td>Script is almost always appropriate</td>
<td>Script is sometimes appropriate</td>
<td>Script is not appropriate</td>
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<tr>
<td></td>
<td><strong>Understanding</strong></td>
<td>Introduction almost always captures attention</td>
<td>Introduction somewhat captures attention</td>
<td>Introduction does not capture attention</td>
</tr>
<tr>
<td></td>
<td>Playwright and title are communicated</td>
<td>Playwright and title somewhat communicated</td>
<td>Playwright and title not communicated</td>
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<td>Clear transitions almost always provided</td>
<td>Clear transitions sometimes provided</td>
<td>Transitions seldom provided</td>
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<td></td>
<td>Actors demonstrate an understanding of the script and the motivation of characters through the script. The performance is true to the intent of the playwright. The actors are clearly in control of the characters and the script throughout the performance. Because of the actors’ clear understanding, the audience has a clear understanding of the performance.</td>
<td>Actors almost always demonstrate an understanding</td>
<td>Actors sometimes demonstrate an understanding</td>
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<td>Performance almost always true to the playwright’s intent</td>
<td>Performance sometimes true to the playwright’s intent</td>
<td>Performance seldom true to the playwright’s intent</td>
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<td>Actors almost always in control</td>
<td>Actors sometimes in control</td>
<td>Actors seldom in control</td>
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<td>Actors almost always convey an understanding of the performance</td>
<td>Actors sometimes understand the performance</td>
<td>Actors seldom understand the performance</td>
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<tr>
<td><strong>Characterization</strong></td>
<td>The actors use vocal traits to create the characters in the performance which include variety in pitch, rate, and quality. The actors use projection, enunciation and articulation. The actors create characters by gesture, movement, facial expression, and posture. Characters are clearly motivated and sustained. The actors are very well rehearsed and distinct.</td>
<td>Actors almost always create characters</td>
<td>Actors sometimes create characters</td>
<td>Actors seldom create characters</td>
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<td></td>
<td>Actors almost always project, enunciate and articulate</td>
<td>Actors sometimes project, enunciate and articulate</td>
<td>Actors seldom project, enunciate and articulate</td>
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<td>Actors almost always physically create characters</td>
<td>Actors sometimes physically create characters</td>
<td>Actors seldom physically create characters</td>
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<td></td>
<td>Characters almost always believable</td>
<td>Characters sometimes believable</td>
<td>Characters seldom believable</td>
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<td><strong>Ensemble Effect</strong></td>
<td>The actors work together with imagination to establish the mood and meaning of the play. The performance shows evidence of rehearsal, a sense of creativity and an understanding of the play and each actor’s part in the performance. All actors are focused.</td>
<td>Actors almost always work together</td>
<td>Actors sometimes work together</td>
<td>Actors seldom work together</td>
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<td>Performance almost always shows evidence of rehearsal</td>
<td>Performance sometimes shows evidence of rehearsal</td>
<td>Performance seldom shows evidence of rehearsal</td>
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<td></td>
<td>Actors almost always focused</td>
<td>Actors sometimes focused</td>
<td>Actors seldom focused</td>
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<td><strong>Overall Effect</strong></td>
<td>The actors are always the physical embodiment of the characters they are portraying. They use external expression to display the concept of the characters. The actors are polished in their use of gesture, movement, facial expression and posture. The characters are controlled, precise and believable.</td>
<td>Actors almost always the physical embodiment of the characters</td>
<td>Actors sometimes the physical embodiment of the characters</td>
<td>Actors seldom the physical embodiment of the characters</td>
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<td></td>
<td>Actors almost always use external expression</td>
<td>Actors sometimes use external expression</td>
<td>Actors seldom use external expression</td>
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<td></td>
<td>Actors almost always polished</td>
<td>Actors sometimes polished</td>
<td>Actors seldom polished</td>
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<td></td>
<td>Characters almost always controlled</td>
<td>Characters sometimes controlled</td>
<td>Characters seldom controlled</td>
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